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ABSTRACT

Substantial gaps exist in information relating to the educational experiences of students and the variables which affect student satisfaction, postsecondary participation, and the eventual occupational choices of individuals who have gone through the Oregon educational system. This study focused on a cohort of individuals, the high school class of 1975. Information was collected on their educational experiences after high school which is useful in examining postsecondary access, student flow, retention, educational attainment, and occupational information. Data were collected on 2,100 individuals who completed an earlier survey. The results indicated the class of 1975 was relatively critical of their high school education. Students saw the lack of structure, discipline, and rigorous grading standards to be detrimental. Substantial differences existed between the rich and poor in terms of participation in postsecondary education. Seventy-eight percent enrolled in some form of postsecondary education, with over one-third entering postsecondary education through a community college. Eighty percent of the subjects were working either full- or part-time. Sixty percent planned to continue their education, with nearly one-half of these people enrolled in the business field. (ABL)

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OECC 2-87

WHATEVER HAPPENED TO THE CLASS OF '75?

A SPECIAL REPORT ON OREGON EDUCATION
BASED ON THE EXPERIENCES OF
THE CLASS OF 1975

Oregon Educational Coordinating Commission
225 Winter Street NE
Salem, Oregon 97310

February 1987

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SUMMARY
CLASS OF 1975

A Special Report on Oregon Education Based on the Experiences of The Class of 1975

High School Experience

Rating Their Education. The class of 1975 was relatively critical of their high school education. Based on a four-point scale, the highest marks were given to academic training and extracurricular activities--both areas averaged a 2.6 GPA. The lowest marks went to career counseling which received a 1.6 GPA.

Career Development. The biggest problem that people had with their high school education was the sense that it did not lead anywhere. More than half the comments on the questionnaires related to the high school experience and the problems of identifying career options and identifying their own interests.

High School Program. High school students who specialize in a more focused high school program, such as college prep or vocational-technical, tend to be more positive about their educational experiences. Furthermore, students saw the lack of structure, lack of discipline, and lack of rigorous grading standards as very detrimental.

Education Experiences Beyond High School

Participation and Persistence in Postsecondary Education. Seventy-eight percent of the class of 1975 reported enrolling in some form of postsecondary education in the decade following high school. Nearly a fourth of the group reported earning a baccalaureate degree in this period.

Despite the commitment of the State and Federal Government to promote equal access and opportunity in postsecondary education, the data show that substantial disparities continue to exist between the rich and the poor. Socioeconomic characteristics exerted strong effects on the probability of attending college and of obtaining a bachelor's degree.

College Choices. Over a third of the class of 1975 entered postsecondary education through the door of an Oregon community college. Eleven percent of the 1975 seniors enrolled initially in out-of-state institutions. There were sharp differences between the educational segments in the enrollment rates by high school GPA and socioeconomic level. These differences are important in understanding the different roles that the educational segments serve in Oregon postsecondary education.

Program Choices. Gender plays an important role in determining the choice of some majors. In certain specializations, such as agriculture, engineering, and trade and industrial technologies, males outnumbered females by wide margins. In other specializations, such as office technologies, education, and health (nursing), females predominated.

Enrollment Patterns. There is no single dominant enrollment pattern which describes the typical college student in Oregon. Less than half of the baccalaureate recipients (46 percent) received their degrees within four years of high school graduation. Slightly more than half of these graduates (52 percent) attended only one institution at the undergraduate level. Nearly half of those people who obtained bachelor's degrees began their postsecondary education in the State System. Nearly one-third of the 1975 seniors who subsequently graduated from the State System had attended community colleges at some point during their undergraduate education.

Persistence to the Bachelor's Degree. Among those who aspire to a bachelor's degree, the percentage of students who obtained the degree was much higher for students who initially entered four-year institutions.

Student Satisfaction. The 1975 seniors who had attended college reported relatively high satisfaction with the classes that they took. Ninety percent of the students reported being "very satisfied" or "somewhat satisfied."

Labor Force Participation

Ten years after high school, the primary activity of the class of 1975 was work. Eighty percent of the 1975 seniors reported working either full- or part-time.

Occupational opportunities were strongly influenced by the prior socioeconomic background of individuals.

Overwhelmingly, individuals were satisfied with their jobs. Ninety percent of the class of 1975 indicated that they were either "very satisfied" or "somewhat satisfied" with their current jobs.

Future Educational Plans

Sixty percent of the class of 1975 plan to continue their education. Nearly half of these people plan to enroll in courses in the business field.

CLASS OF 1975

A Special Report on Oregon Education
Based on the Experiences of
the Class of 1975

There is a substantial amount of information available about the condition of Oregon's educational system. For the most part, comparative statistics on funding levels, access, SAT scores, educational attainment, and public opinion have shown Oregon in a favorable light. Nevertheless, substantial gaps exist in the information system relating to the educational experiences of students and the variables which exert an influence on these experiences. For example, there is a need for more information about the underlying variables which affect student satisfaction, postsecondary participation, and the eventual occupational choices of individuals who have gone through the Oregon educational system.

This study focuses on a cohort of individuals, the high school class of 1975, and is designed to fill some of these gaps. Information was collected from individuals on their views about the quality of the education they received. Extensive information was collected on their educational experiences after high school which is useful in examining postsecondary access, student flow, retention, and educational attainment. Occupational information was collected including information on job satisfaction. Finally, information was collected on the future educational expectations of the class of 1975.

Method[1]

In the fall of 1974, the Oregon Educational Coordinating Council, the state agency which preceded the current Commission, and the Oregon High School-College Relations Council within the Department of Higher Education collected data from 25,000 high school seniors who were enrolled in Oregon's public and private high schools. These data included information on each student's sex, race, socioeconomic level (SES), high school program, grades, and educational aspirations, as well as other information.

The present study consists of a sample of 2,100 individuals who completed the earlier survey. The sample design is a stratified random sample by community college district including the area outside community college districts. A total of 41 high schools were selected and 150 members of the class of 1975 were sampled from each district. This design was used in order to promote regional analyses in addition to the statewide analysis.

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[1]For more detailed information about the survey methodology, contact the Oregon Educational Coordinating Commission.

The Commission used a mailed questionnaire. Two-thirds of the sample (1,400 respondents) completed and returned the questionnaire. The attributes of the respondents (sex, SES, grade point average, the percent from public schools, and so forth) were very similar to the total class of 1975. For the statewide analysis, the sample was weighted within each stratification cell to conform with geographic distribution of the high school graduating class. Given these procedures, it was determined that the sample was sufficiently large enough and similar to the class of 1975 to permit generalizations to be made within the limits of reasonable sampling error.

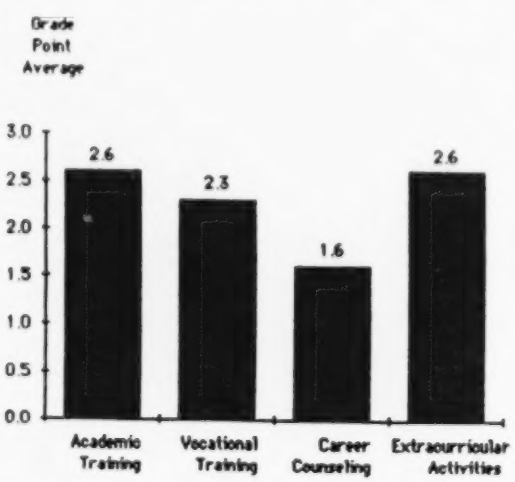
The High School Experience

Rating Their Education. In previous years, the Commission has conducted several public opinion surveys in order to gain information on the public's views about Oregon education. In a 1981 survey of 1,000 Oregonians, the segment of education which was rated the lowest based on their perception of performance was the public secondary schools.

As a followup to these earlier surveys and in view of the recent national studies on education, the class of 1975 was asked to look back at their high school education and judge how well it prepared them for their post high school activities. Individuals were asked to grade (A, B, C, etc.) four aspects of their high school experience: academic training, vocational training, career counseling, and their extracurricular and social activities. The purpose of this question was to find out in greater detail what the 1975 seniors saw as the strengths and weaknesses of their high school education.

Academic training and extracurricular and social activities received the highest marks--a 2.6 GPA. Vocational training was rated somewhat lower at a 2.3 GPA. Overwhelmingly, career counseling was considered the weakest part of the high school program at a 1.6 GPA.

Table 1
Ratings of High School Experience



Source: Ten-year followup of Class of 1975
OECC 2/2/87

Career Education. The dissatisfaction of the class of 1975 with career counseling extends to career education and the entire career development process. Over a third of the respondents wrote comments on the back of their questionnaire, and more than half of the comments related to their high school experience and the problems of identifying career options and identifying their own interests.

To put this into perspective, the career education movement was quite strong in the 1970s. The Oregon Department of Education used federal vocational education funds to hire several career education specialists to work with the school districts. The objective was to have the teachers provide some career education in each class as it related to the content of the class. While there were isolated cases where this worked well, the majority of teachers were not equipped to provide the career education component.

The comments of the students reflect their frustrations with career education. Several points of view emerged in reading through the comments. One theme emphasized the vast differences which some respondents perceived to exist between the high school environment and the environment which adults face. Invariably, these people considered themselves in the "real world" now as opposed to the artificial world of high school. As a group, they were disillusioned with high school and did not offer many suggestions for improving the schools.

> "I don't know if it was my fault or my high school's fault for not preparing us for common sense 'real world' situations."
>
> "Oregon secondary education gives students no base for real life outside of school. Students need to be taught how to handle adult life. They need help in learning how to set goals with realistic expectations and how to achieve these goals."
>
> "As I look on my high school years I see where my education really lacked in preparing me for life after high school. I knew little about financial planning, occupational planning, and life in general as a consumer just meeting daily responsibilities."
>
> "I wish that at the beginning of junior high they had taught me how important it is in the real world to have a career plan."
>
> "I think the school system should gear people more for the real world rather than letting them think they can take courses, walk out into the real world, and get the first job they apply for. There needs to be more emphasis on job interviews and selling yourself."
>
> "I came from a town that is mostly lumber mills and that is what the high school promoted in its own way. They were not big on getting the kids out of town into the real world to live."

Another viewpoint related more directly to the shortcomings of the career counseling services in high schools. In the main, these individuals complained that they were given virtually no help in assessing career options. Frequently, this group commented that help was available for students who were in trouble or for students needing information on colleges.

"I felt career counseling was practically nonexistent in high school. What was available was not very practical or useful."

"More career counseling would have been helpful. They were good in telling us about colleges, but not in letting the students know about careers."

"In my high school days, the only time I saw a counselor was when I was in trouble. That should not be the only time a student sees a counselor. Counselors should be more visible to students who want to further their education or job training skills."

"I would hope that the career counseling offered today differs greatly from 10 years ago. High schools should provide students with career information based on his/her needs. I was greatly disappointed in the lack of information provided me."

"I think that high schools need to talk individually with all students about career plans. I really had no direction when I went to college. At the time that I attended high school, only those in trouble saw counselors or those who had specific goals. If I had had more direction I could have had more motivation to get a degree."

"As best as I can remember, I never met once with a counselor to discuss my post high school goals. As a result I was allowed to take "general education" classes that were of no use to me after high school. It is my feeling that I got a lousy education."

A third pattern in the comments were people who placed the blame for their poor high school experience on themselves. These people think that life would be better now if they had taken high school more seriously. In some classes, these people were involved with drugs and alcohol.

"I regret not taking high school more seriously. They had some good courses. I was like a lot of other kids who took too many PE and frill classes--just to get by."

"I feel that my primary and junior high school education in Oregon was excellent. High school does not stick out in my mind as a time of real learning, more as a big social whirl. I realize that this is mainly my own doing."

"If I had it to do all over again, I would make the most out of school and learn everything I possibly could."

"What I achieved in high school did not prep me for work or college. This, really, was my fault. It has taken me a long time to make up for that lost interest in myself and in my future."

"I found that there was great pressure to take drugs and drink in high school and I found myself addicted to several drugs and alcohol. Since then I have sought help through many programs unsuccessfully."

"I regret not taking education more seriously at the time it was accessible to me. I have done well in my area of employment, however, I long for the satisfaction of a complete education."

In 1975, the State Board of Education adopted as part of the minimum standards a requirement of one unit of career education credit at the secondary level. This requirement was reduced to one-half unit effective for the high school graduating class of 1984 and subsequent graduating classes. The intent of this requirement is to provide more concentrated career exploration and planning at the secondary level. The one-half unit of credit supplements earlier requirements that each district must provide career related activities at every grade level.

Surveys have shown that the approach of using a career education class may not be working as well as intended. The high school plans survey which is done every year by the Department of Higher Education shows only about 20 percent of the students report receiving useful planning assistance from this class.

Current research indicates that student involvement in assignments requiring real-world applications of classroom knowledge substantially enhances the level of academic achievement. In addition, student internships and cooperative work study programs are valuable. More efforts are needed to promote these approaches in the schools.

Other Concerns. There were other concerns of the class of 1975 regarding their high school education. It is apparent from the comments that people saw the lack of structure in high school as very detrimental. No one commented, for example, that there should be more electives or that the grading standards were too rigorous or that there was too much discipline. On the contrary, more required courses were desired, particularly in the basics. It was generally thought that high school was too easy and that discipline was lax.

"In high school I feel there are too many electives--too many choices to express 'one-self' when it should be more concerned with the three 'Rs'."

"I completed high school unable to read and write. I have trouble spelling the simplest words. Basically, high school was a place to go for social interaction."

"I think the high schools should test the students individually before they graduate them to make sure they know enough. I think I missed a lot of things that are essential to have a good career in life such as reading, spelling, and comprehension of words. I do okay or fake it, but I know I can do better with a good education which I hope to get one of these years, but it will not be in Oregon."

"I thought the last year of school was a joke. We learned nothing. I think school needs more structure and discipline. We need to get back to basics."

"I feel your schooling in high school is helpful if you know what you want to do. That way you can take courses to help get you there. If you have no idea you just end up taking a lot of easy courses to get you out. There isn't enough required courses that have to be taken."

> "My high school education was a disaster. There was no emphasis on academic excellence. The 1970s were the height of the 'laissez-faire' approach to education; of letting students 'decide for themselves.' What was forgotten is that high school students are too young and inexperienced to make wise choices. The lack of discipline, both social and academic in high school, was inexcusable. High school students need direction and motivation from directed and motivated high school staff."

A considerable amount of progress has been made in the past ten years to improve secondary education in Oregon. In June 1984, the Board of Education adopted the Oregon Action Plan for Excellence as a major school improvement effort through the early 1990s. Accomplishments to date include the definition of essential learning skills for grades 3, 5, 8, and 11 as well as development of the first set of common curriculum goals. High school performance expectations have been raised by increasing the number of credits required for graduation from 21 to 22. Future plans include development of a test for high school completion as well as expanded testing at lower grade levels.

These efforts are consistent with the findings of this research and with the goals and objectives set forth in the State Comprehensive Plan for Education in Oregon 1987-93 which was developed by the Commission with the cooperation of the state boards and the independent colleges. The Commission has identified a number of "indicators of progress" and will be very active in monitoring progress at all levels of education.

High School Program. The survey showed more consensus regarding what the weaknesses of secondary education were than what the strengths were. For example, there were very few comments extolling the virtues of the high school experience. Furthermore, it cannot be assumed that improvements will flow simply from more discipline, more rigor and more career counseling. Greater understanding is needed about what type of educational practices get students involved and motivated to learn.

Numerous studies have been done in recent years which have focused on education and, in particular, secondary education. There is general agreement among these studies that there is a certain amount of confusion about what the goals and objectives of high school education are. Ernest Boyer noted that the education goals developed at the state level are of only marginal concern at the school district level (High School, p. 60). In the main, students decide what they want to take rather casually and with little guidance. The result is that students progress through high school receiving an unfocused general education which according to Dale Parnell "relates to nothing, leads to nothing, and prepares for nothing" (The Neglected Majority, p. 37).

The disturbing trend, according to these studies, is the rapid growth of the general education program in contrast to more specialized programs like the college prep program or the vocational program. It is feared that the general education program is too unfocused. In 1974, when the class of 1975 was surveyed initially, over 60 percent of the seniors indicated that they were either in the general education program or did not know in what program they were enrolled.

This study provides an opportunity to examine the effects of the high school programs more closely. Table 2 shows the percentage of the class of 1975 who rated their high school program an "A" or "B" by high school program and GPA. The 1975 seniors who identified themselves in the college prep program rated their academic training considerably higher than individuals who were in the general or vocational programs. Similarly, students in the vocational program rated the vocational training highest. Career counseling was rated low by everyone. Extracurricular activities were rated slightly higher by the college prep students.

Table 2
PERCENTAGE OF THE CLASS OF 1975
WHO RATED THEIR HIGH SCHOOL TRAINING OR EXPERIENCE
AN "A" OR "B" BY HIGH SCHOOL PROGRAM AND GPA

High School Program	High School GPA	Total N	Acad Trng	Voc Trng	Career Counseling	Extracurricular Activities
College Prep	Below 3.0	74	65%	35%	26%	61%
	Above 3.0	205	79	36	22	65
	Total	279	75	35	23	64
Voc/Tech	Below 3.0	122	37	52	19	45
	Above 3.0	83	73	66	34	54
	Total	205	52	58	25	49
General	Below 3.0	371	44	36	20	54
	Above 3.0	312	55	37	17	61
	Total	683	49	36	19	57

Source: Ten-year Followup of Class of 1975
OECC 2/2/87

An important finding in this table pertains to the relatively lower ratings given by individuals who were in the general program. Unlike students in the other programs, their highest marks tended to be in the extracurricular area. Outside of this area, they rated academic training highest. Slightly over half of the higher GPA people gave academic training an "A" or "B." The corresponding figure for the other two programs was roughly 75 percent.

In conclusion, these data tend to support the premise that students who specialize in a more focused high school program (not general) are more positive about their training. To some degree, specialization may make it easier to engage the students in the subject matter. If this is true, the benefits of the specialization may extend beyond academic and vocational training to broad disciplines (arts, sports, etc.) or to other forms of specialization such as to groups who may have special learning needs.

Education Experiences Beyond High School

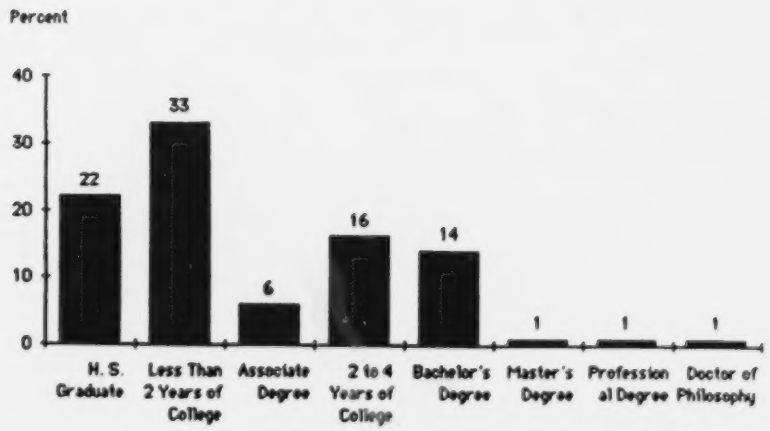
Participation and Persistence in Postsecondary Education. Since the early 1960s, increasing access to postsecondary education has been a predominant goal in education. Major efforts were made to expand the open-access community colleges and to increase the availability of financial aid. As a result, postsecondary enrollments in Oregon expanded from 31,000 full-time equivalent students (FTE) in 1960 to 116,000 FTE in 1986, a 274 percent increase. During the same period of time, Oregon's population grew 50 percent while the traditional college-age group in Oregon grew about 100 percent due to the aging of the baby-boom generation. The increased participation in postsecondary education is reflected in the statistics on educational attainment of the population. The percentage of the Oregon adult population who had a bachelor's degree more than doubled between 1960 and 1980--from 8 percent to 18 percent.

These figures indicate that substantial progress has been made in broadening access and educational opportunity for Oregonians. Nevertheless, disparities continue to exist in the academic achievement and educational attainment of different groups of students within Oregon. Parents' education, occupations, family income, cultural attitudes, and the educational institutions themselves play major roles in the subsequent education and careers of young Oregonians.

This study provides a beginning point to examine some of these disparities. The information displayed in Tables 3 and 4 shows in greater detail who in the class of 1975 was served in postsecondary education and to what extent they persisted to the baccalaureate degree. It should be noted that since our sample does not include students who dropped out of high school before the 12th grade, the findings are not generalizable to the whole population. They are generalizable, however, to a subset of the population--specifically, to those people who reached at least the 12th grade.

Table 3
EDUCATIONAL ATTAINMENT OF THE CLASS OF 1975

(Percentage of People at Each Level)



Numbers may not add to 100 due to rounding

Source: Ten-year followup of Class of 1975
OECC 2/2/87

Seventy-eight percent of the class of 1975 reported enrolling in some form of postsecondary education in the decade following high school. Nearly a fourth (24 percent) of the cohort reported earning a baccalaureate degree in this period.

Over half of the 1975 seniors (56 percent) enrolled in college within a year of high school graduation. Twenty-one percent of the group stayed out a year or more before entering college. Those students who continued their education directly after high school were much more likely to persist and attain a baccalaureate degree.

The enrollment and graduation rates of women were lower than men. While these data are consistent with state and national data for this period of time, there has been a steady increase in the participation and, to a lesser extent, the graduation rates of women since the mid-seventies at both the state and national level. In Oregon, figures for the most recent year show relatively equal numbers of men and women enrolling in college. The number of men earning a bachelor's degree is still 10 percent higher than for women.

Prior academic achievement was related strongly to postsecondary participation and persistence. The higher the high school GPA, the more apt the 1975 seniors were to enroll in college and earn a bachelor's degree. Over half of the high-achieving students based on high school GPA earned a bachelor's degree in contrast to only 10 percent of the low-achieving students. Apart from ability and interest, many of the low-achieving students would not have been eligible to enter a four-year college because of grade point or lack of the proper college prep courses.

The data from the class of 1975 show that substantial differences existed in postsecondary participation and persistence by socioeconomic level. Nearly all of the high-SES individuals (93 percent) enrolled in college and almost half of the groups (48 percent) obtained a baccalaureate degree. In contrast, two-thirds of the low-SES individuals enrolled in college and only 11 percent of the group obtained a bachelor's degree.

Table 4
POSTSECONDARY ENROLLMENT AND GRADUATION RATES
PERCENTAGE OF 1975 HIGH SCHOOL SENIORS
WHO ENROLLED AND EARNED A BACCALAUREATE DEGREE
WITHIN TEN YEARS OF HIGH SCHOOL GRADUATION

	Total N	Total Percent Enrolled	% Enrolled Didn't Earn a BA Degree	% Enrolled Did Earn a BA Degree
All Students	1,400	78%	54%	24%
Year Initial Enrollment				
1975-76	1,400	56	35	21
1976-77 or later	1,400	21	19	2
Sex				
Male	720	83	55	28
Female	680	73	54	19
High School GPA				
Below 2.5	263	70	60	10
2.5--3.0	390	72	58	14
3.0--3.5	445	83	55	28
3.5--4.0	217	94	43	51
Socioeconomic Status				
Low	317	64	53	11
Middle	737	77	60	17
High	346	93	45	48
Region				
Eastern Oregon	322	78	53	25
Oregon Coast	215	74	47	27
Portland Metro	279	79	56	23
Southern Oregon	231	75	57	18
Willamette Valley	353	79	50	29
High School Program				
College Prep	300	94	40	54
Vocational-Tech	236	75	67	8
General	832	74	56	18
Educ. Aspirations of High School Seniors				
Less than a BA Degree	204	79	72	7
At least a BA Degree	405	94	47	47
Don't Know/Undecided	791	69	53	16

Numbers may not add to totals due to rounding. In some cases, the total N is less than 1,400 due to missing data. The sample was weighted to conform to the geographic distribution of the high school graduating class of 1975. The regional analysis was done using unweighted data.

Source: Ten-year Followup of Class of 1975
OECC 2/2/87

A persistent concern in education is whether the supply of postsecondary institutions is adequate on a regional basis or whether certain regions of the state are disadvantaged by having fewer postsecondary opportunities. One indicator which might signal a problem would be markedly different participation rates by region. These data show that the participation and graduation rates were remarkably similar by region.

In the fall of 1974, Oregon's high school seniors were asked to indicate which high school program that they were pursuing and what their educational aspirations were. Most of the seniors considered themselves in a general program and were uncertain about their future educational plans. In contrast, a minority of students had a more focused notion of what program they were pursuing and what their educational plans after high school were. As expected, students who identified themselves in the college prep program and who had higher educational aspirations were much more likely to enroll and persist in college.

College Choices. If individuals make the decision to go to college, they are confronted with the decisions of which college to attend. The research has shown that the variables which influence the decision of whether to go to college or not exert a strong influence on what type of college to attend as well. Academic achievement and socioeconomic level are central to this process. Aspirations, high school program, region and sex are other factors which influence enrollment decisions. Table 5 shows the different postsecondary segments and the percentage of the class of 1975 which enrolled initially in those segments.

Over a third of the class of 1975 entered postsecondary education through the door of an Oregon community college. In fact, 57 percent of the 1975 seniors enrolled as first-time college students in the public two-year and public four-year institutions in Oregon. Roughly equal numbers of students enrolled directly out of high school in 1975-76 in the community colleges and in the state colleges and universities. However, the majority of students who delayed entering postsecondary education for a year or more opted to enter the community colleges. An additional 20 percent of the 1975 seniors enrolled initially in the private segments or in out-of-state public or private institutions.

The effects of gender were not significant. The only consistent segmental difference in the enrollment rates by sex exists in the proprietary segment. In Oregon, as well as in many other states, women are more apt to enroll in the proprietary segment than men. This is due primarily to the large number of cosmetology schools in this segment which attract a disproportionate share of women. The enrollment patterns of the class of 1975 reflect this pattern.

There are sharp differences between the segments in the enrollment rates by high school GPA. These differences are important in understanding the different roles that the educational segments serve in Oregon postsecondary education. Basically, there is a strong positive relationship between high grades in high school and enrollment rates at the state colleges and universities, the independent colleges, and the out-of-state institutions. The higher the grades in high school, the more likely students were to enroll in four-year colleges. The relationship reverses itself at the two-year colleges and the proprietary schools. The lower the grades in high school, the more apt students were to enroll in these segments.

Table 5
POSTSECONDARY ENROLLMENT RATES
PERCENTAGE OF 1975 HIGH SCHOOL SENIORS
WHO ENROLLED IN COLLEGE WITHIN TEN YEARS
OF HIGH SCHOOL GRADUATION BY EDUCATIONAL SEGMENT

	Total N	Total Percent Enrolled	School First Attended: Oregon State System	Ore Comm Coll	Ore Indep Coll	Ore Pri Voc Schools	Out-of-State Coll & Univ
All Students	1,400	78%	22%	35%	4%	6%	11%
Year/Initial Enrollment							
1975-76	1,400	56	20	22	3	3	8
1976-77 or later	1,400	21	3	12	1	3	2
Sex							
Male	720	83	23	38	6	5	11
Female	680	73	21	31	3	8	10
High School GPA							
Below 2.5	263	70	5	48	0	11	6
2.5 - 3.0	390	72	17	39	2	5	9
3.0 - 3.5	445	83	32	29	5	6	11
3.5 - 4.0	217	94	36	22	9	4	23
Socioeconomic Status							
Low	317	64	12	34	3	10	5
Middle	737	77	21	38	3	7	8
High	346	93	35	27	8	1	22
Region							
Eastern Oregon	322	78	17	39	4	4	14
Oregon Coast	215	74	20	41	3	3	7
Portland Metro	279	79	23	33	5	6	12
Southern Oregon	231	75	18	31	6	7	13
Willamette Valley	353	79	25	39	3	6	6
High School Program							
College Prep	300	94	41	23	7	2	21
Vocational-Tech	236	75	8	46	5	8	8
General	832	74	20	36	3	7	8
Educ Aspirations of HS Seniors							
Less than a B.A. Degree	204	79	17	42	2	8	10
At least a B.A. Degree	405	94	39	27	7	2	19
Don't Know/Undecided	791	69	15	36	4	7	7

Numbers may not add to totals due to rounding. In some cases, the total N is less than 1,400 due to missing data. The sample was weighted to conform to the geographic distribution of the high school graduating class of 1975. The regional analysis was done using unweighted data.

Source: Ten-year Followup of Class of 1975
OECC 2/2/87

The higher the high school GPA, the more likely students were to go out of state to college. Twenty-three percent of the students in 3.5-4.0 GPA reported enrolling in out-of-state institutions. Brigham Young University and Ricks College were the top two choices among students going out of state. Of the students who went out of state to college, a total of 17 percent enrolled in these two colleges in roughly equal numbers. The remaining students who went out of state were scattered in a wide range of institutions. None of these institutions stood out in terms of enrolling a disproportionate share of the 1975 seniors.

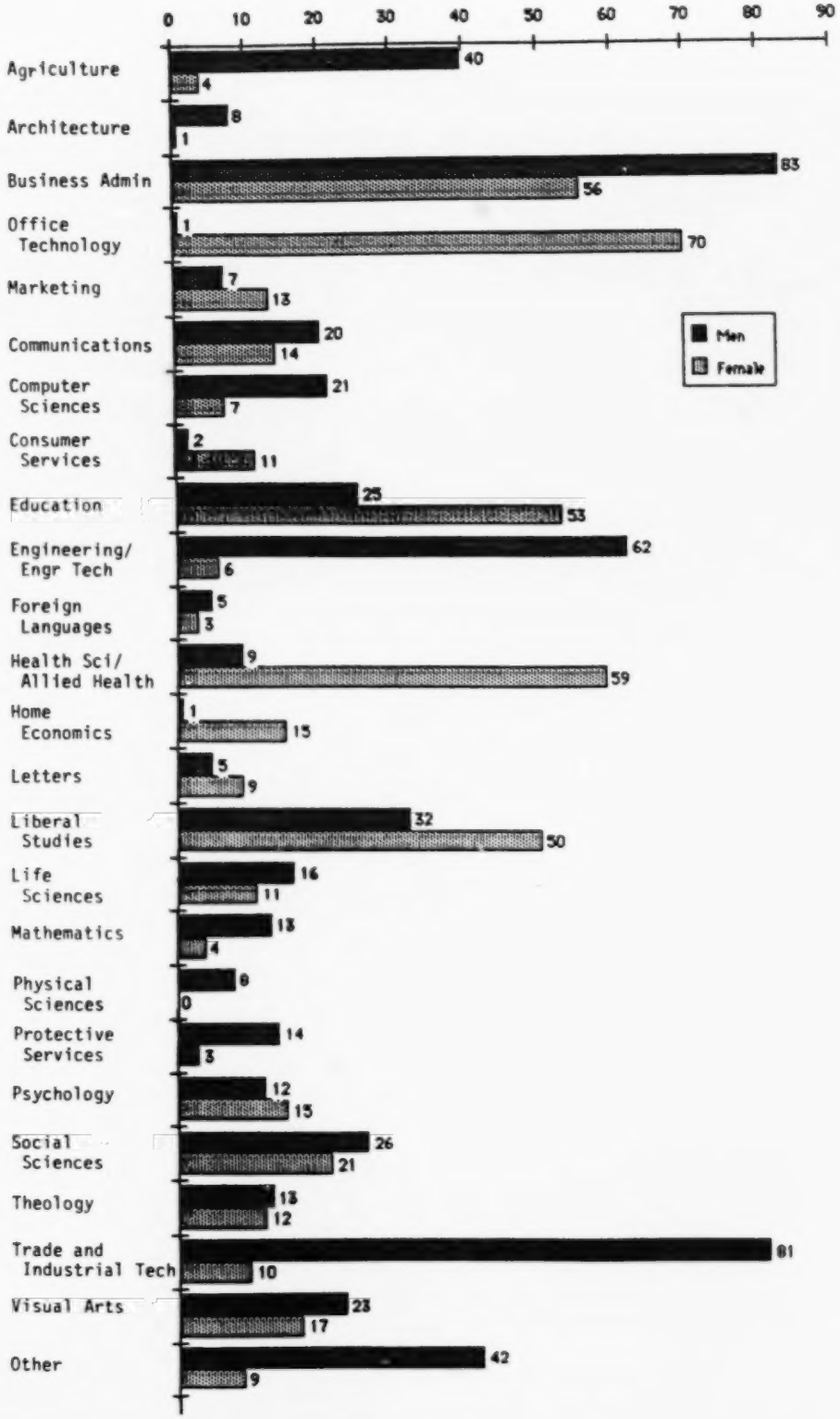
The effects of socioeconomic level were similar to high school GPA. The higher the socioeconomic level, the more apt students were to enroll in the public four-year, the independent, and the out-of-state segments. The lower the socioeconomic level, the more apt students were to enroll in the proprietary segment. No strong relationship existed between socioeconomic level and enrollment in the community college segment.

The enrollment rates by region, high school program, and level of aspiration are shown. Regional variations by segment were relatively small. There were significant differences by high school program and by educational aspirations. The 1975 seniors who were in the college prep program and who aspired to a B.A. degree showed a stronger preference for the public four-year, independent, and the out-of-state segments than other students.

Program Choices. The field of study chosen by students represents an important part of the college experience. Business as a field of post-secondary study claimed the largest proportion of the class of 1975 with nearly a quarter of those enrolled majoring in this field (Table 6). Other programs, such as engineering, education, and health, fared well, which reflected the increased interest then as well as now in the professions.

The data show that gender still played an important role in determining the choice of some majors. In certain specializations, such as agriculture, engineering, and trade and industrial technologies, males outnumbered females by wide margins. In other specializations, such as office technologies, education, and health (nursing), females predominated.

Table 6
MAJOR FIELDS OF STUDY
AT POSTSECONDARY INSTITUTIONS--
CLASS OF 1975

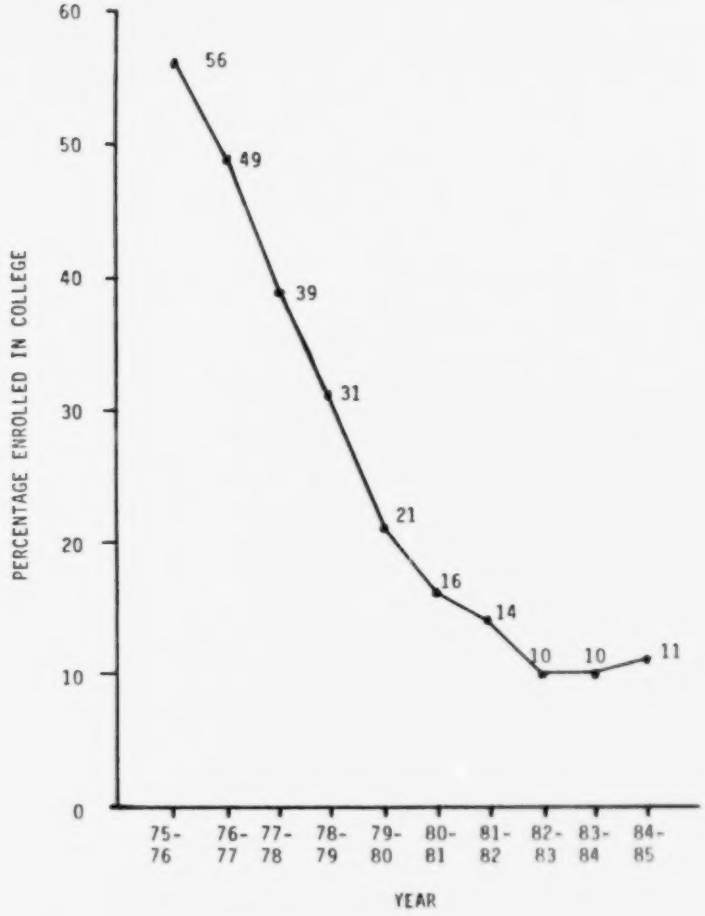


Source: Ten-year followup of Class of 1975
OECC 2/2/87

Enrollment Patterns. The traditional view about the typical college student is of one who enters college in the fall after graduating from high school, attends college on a full-time basis, and earns a bachelor's degree in four years. Times have changed, and this view requires substantial amendment if it is to be brought into line with the reality of enrollment patterns of students today. With the growth of community colleges, there has been a proliferation of programs below the baccalaureate level which have attracted students. The increased costs of postsecondary education have led more students to combine school and work which has resulted in lengthening the time to complete programs. In addition, the evidence suggests that students are more independent today than in years past and, as such, are less apt to follow the traditional ways in lock step.

This study provides the opportunity to analyze in greater detail what the postsecondary enrollment patterns have been of Oregon high school graduates. Table 7 shows the percentage of the class of 1975 which enrolled in college by year. While 78 percent of the 1975 seniors enrolled in some form of

Table 7
PERCENTAGE OF THE CLASS OF 1975 WHO WERE ENROLLED
IN POSTSECONDARY EDUCATION BY YEAR

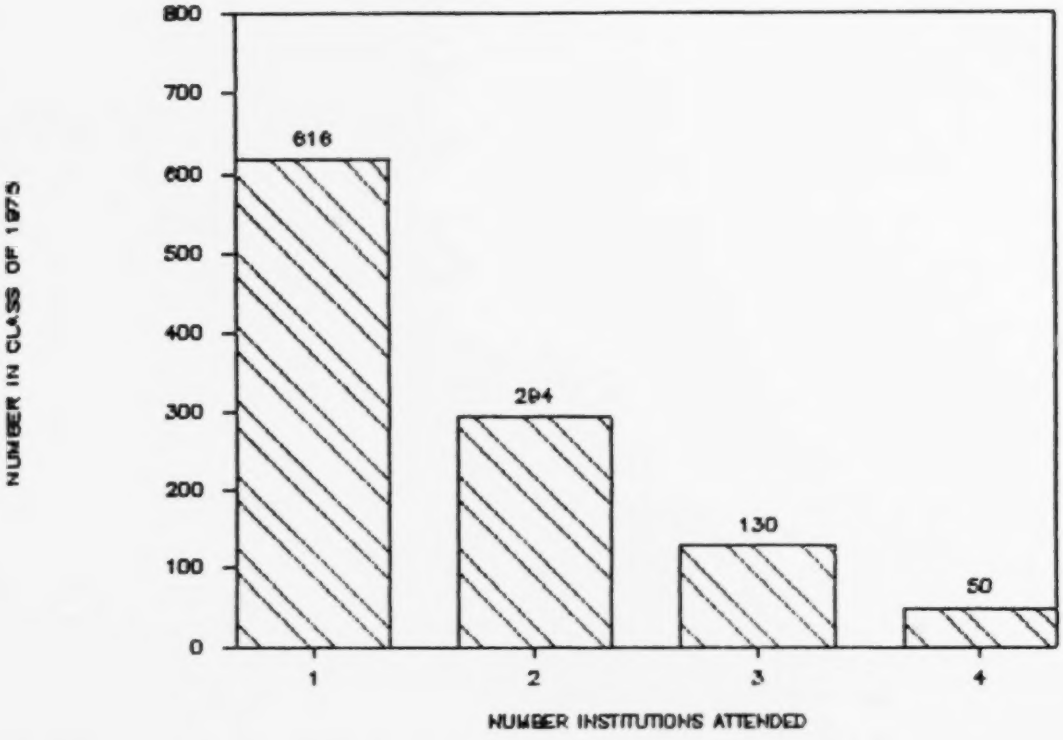


Source: Ten-year Followup of Class of 1975
OECC 2/2/87

postsecondary education during the decade, the largest percentage enrolled during any single year was 56 percent. This occurred in 1975-76, the first year following high school graduation. In subsequent years, the percentage of students enrolled declined regularly until the last three years when it levelled off at 10 percent of the original cohort.

Of those in the class of 1975 who went on to college, only slightly more than half attended just one institution. About one student in six actually attended three or more colleges during the decade.

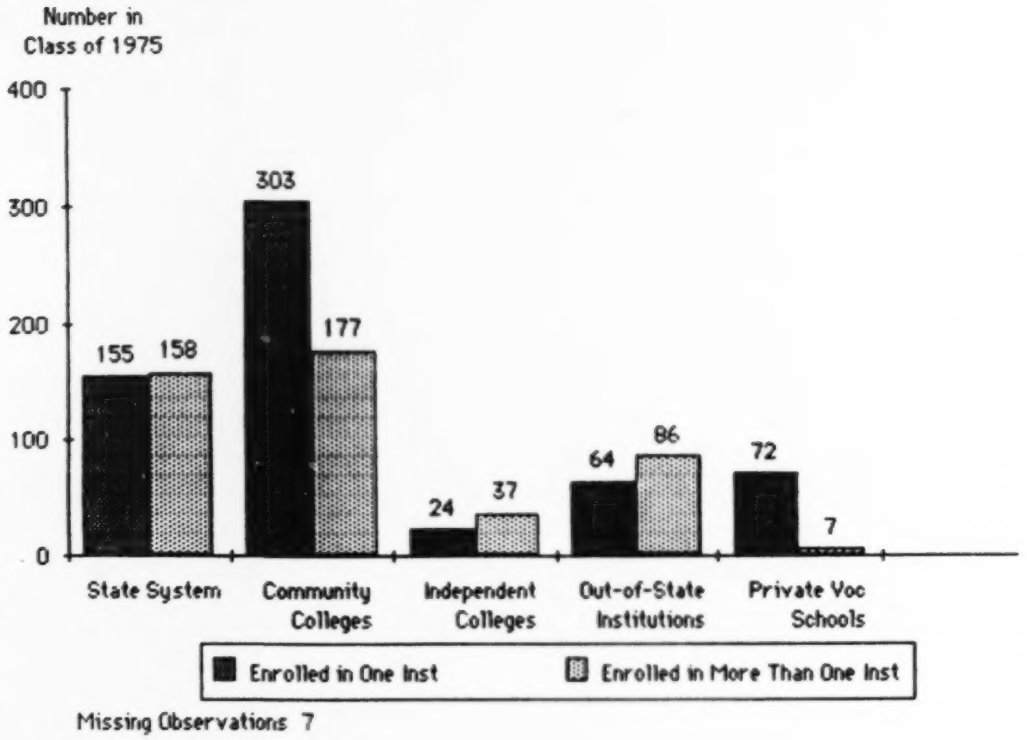
Table 8
NUMBER OF POSTSECONDARY INSTITUTIONS ATTENDED
BY THE CLASS OF 1975



Source: Ten-year Followup of Class of 1975
OECC 2/2/87

The number of students who attended only one institution varied depending on which educational segment in which they enrolled initially. Table 9 shows the number of students who initially enrolled in each segment broken down by those who attended only one institution and those who attended more than one institution during the ten-year period. Nearly two-thirds of the 1975 seniors who enrolled initially in community colleges only attended that institution during the ten-year period. The corresponding figure for private vocational schools was 91 percent. In contrast, the percentage of enrollees at the four-year institutions who attended more than one institution is much higher.

Table 9
NUMBER IN THE CLASS OF 1975
WHO ENROLLED IN ONE OR MORE POSTSECONDARY INSTITUTION
DURING THE TEN-YEAR PERIOD BY SEGMENT



Missing Observations 7

Source: Ten-year Followup of Class of 1975
OECC 2/2/87

As Table 9 shows, half of the students who initially entered the Oregon state colleges and universities reported enrolling in two or more postsecondary institutions within the ten-year period. Eighty percent of these students transferred at the undergraduate level. More than half of the undergraduate transfers were students who transferred from the public four-year segment to the public two-year segment. In addition, a small number of students who had

graduated from the public four-year segment reported enrolling in community colleges primarily to obtain job skills.

The role of the community colleges in serving undergraduate transfers from the public four-year segment should not be overlooked. Very few of these students reported earning a bachelor's degree within the ten-year period. The vast majority, however, reported achieving their educational goals within the community colleges. Without these institutions, it is doubtful that very many of these students would have gotten more postsecondary education.

In addition to receiving many public four-year transfers, the community colleges also send a large percentage of their transfers to the State System. Of the 180 students at community colleges who transferred to other institutions, 50 percent of them went to the public four-year colleges in Oregon. More than 75 percent of these students obtained a bachelor's degree. In fact, nearly a third of the 1975 seniors who graduated from the State System had attended community colleges at some point during their undergraduate education.

The picture which emerges from a study of enrollment patterns is that there is no single dominant enrollment pattern which describes the typical college student in Oregon. Table 10 shows the undergraduate enrollment patterns of baccalaureate recipients and confirms this. Slightly less than half of the college graduates (46 percent) received their bachelor's degrees within four years of high school graduation. Slightly more than half (52 percent) attended only one institution at the undergraduate level. Approximately half of the baccalaureate recipients began their postsecondary education in the State System. Further variations exist by segment, but, like the overall figures, no dominant pattern stands out.

In conclusion, these data confirm that Oregon has a diverse postsecondary system. Furthermore, the participants utilize this system in a variety of ways. The result is that the concept of a typical college student has less meaning today than in years past.

Table 10
UNDERGRADUATE ENROLLMENT PATTERNS
OF BACCALAUREATE RECIPIENTS

School First Attended	Total N	Enrolled in 1 Inst at Undergrad Level--BA Rec'd Within 4 Yrs Of HS Grad	Enrolled in 1 Institution at Undergrad Level--BA Received After 78-79	Enrolled in More than 1 Inst at Undergrad Level--BA Rec'd Within 4 Years of HS Grad	Enrolled in More than 1 Inst at Undergrad Level--BA Received After 78-79
State Coll & Universities	154	34%	43%	8%	15%
Community Colleges	76			30	70
Independent Coll & Univ	31	57	4	18	21
Out-of-State Coll & Univ	70	39	16	20	25
TOTAL	331	29%	23%	17%	31%

Source: Ten-year Followup of Class of 1975
OECC 2/2/87

Persistence to the Bachelor's Degree. Most of the research which has been done on educational access and equity has focused on the front door or at the entry into postsecondary education. As this study has shown, the differences in access between the rich and the poor, the high achieving and the low achieving, and male and female are less at the front door than at the back door or at the point when the educational credential is conferred. The gaps in the rate of learning and academic achievement between the different groups tend to widen at higher levels of education.

Reducing these disparities through public policy initiatives is often a very difficult process. In part, this may be because the problem is not understood fully. The "real" problem may have more to do with cultural attitudes or the structure of the system than the "perceived" problem which may be lack of funds. To some extent, the lower rates of college completion experienced by the lower socioeconomic level fit this pattern.

There are a number of different paths that an individual may take in his or her quest for a baccalaureate degree. The main options for high school graduates in Oregon are to enroll in a state college or university, a community college and then transfer, an independent college, or an out-of-state institution. As shown earlier in Table 5, the high-achieving, high-SES groups were much more apt to enroll in public or private four-year institutions. The low-SES, low-achieving groups were more apt to enroll in community colleges. The key question then is whether entering a community college disadvantages a person in attaining a bachelor's degree among those who seek one.

Since many students who enroll in college never intend to get a bachelor's degree, particularly at the community colleges, it is necessary to take into account the students' educational aspirations. Table 11 shows the percentage of entrants who obtained a bachelor's degree by educational aspiration and segment. The educational aspirations were collected from the 1975 seniors when they were seniors in high school. It is clear that the percentage of entrants who obtained a bachelor's degree was much higher at the four-year institutions than at the two-year institutions among those who seek the degree as well as among those who did not or were undecided. Among those who sought the degree, no less than 60 percent of the entrants obtained a bachelor's degree at any four-year segment. The corresponding figure for the community colleges was 23 percent.

Table 11
PERSISTENCE TO THE BACHELOR'S DEGREE
BY STUDENTS WITH DIFFERENT EDUCATIONAL ASPIRATIONS
BY EDUCATIONAL SEGMENT

		School First Attended				
Educ Aspirations of HS Seniors	Total N	Oregon State Coll & Univ	Oregon Community Colleges	Oregon Ind Coll & Univ	Oregon Pri Voc Schools	Out-of-State Coll & Univ
Less than BA Degree	204					
# Entered College	162	34	86	4	17	21
# Earned BA Degree	15	8	6	1	0	0
% Earned BA Degree	9%	24%	7%	25%	0	0
BA Degree or Higher	405					
# Entered college	381	156	110	29	10	76
# Earned BA Degree	190	93	25	21	0	51
% Earned BA Degree	50%	60%	23%	72%	0%	67%
Don't Know/Undecided	791					
# Entered College	547	121	287	29	51	53
# Earned BA Degree	126	53	45	9	0	19
% Earned BA Degree	22%	44%	16%	31%	0%	36%

Missing observations 24

Source: Ten-year Followup of Class of 1975
OECC 2/2/87

Table 12 shows the same relationship for those students who aspired to a bachelor's degree and those students who were undecided broken down by high school grade point average and socioeconomic level. The figures provide further support for the premise that the chances of persisting to the baccalaureate degree are less at a two-year college than at a four-year college. Among those who aspired to the degree, the percentage of students who obtained the degree was decidedly higher in the public four-year segment after controlling for the effects of high school grade point average and socioeconomic level.

Table 12
PERSISTENCE TO THE BACHELOR'S DEGREE BY STUDENTS WITH DIFFERENT EDUCATIONAL ASPIRATIONS BY EDUCATIONAL SEGMENT, HIGH SCHOOL GPA, AND SOCIOECONOMIC LEVEL

Educational Aspirations of High School Seniors	HS GPA Below 3.0	HS GPA Above 3.0	Socioeconomic Level Low	Socioeconomic Level Middle	Socioeconomic Level High
AT LEAST A BA DEGREE					
State Coll & Univ					
# Entered College	32	121	18	63	75
# Earned BA Degree	16	74	5	40	49
% Earned BA Degree	50%	61%	28%	63%	65%
Community Colleges					
# Entered College	51	53	28	55	27
# Earned BA Degree	7	17	4	9	12
% Earned BA Degree	14%	32%	14%	16%	44%
UNDECIDED/DON'T KNOW					
State Colleges & Univ					
# Entered College	35	65	14	56	38
# Earned BA Degree	12	34	8	28	14
% Earned BA Degree	34%	52%	57%	14%	37%
Community Colleges					
# Entered College	128	83	54	134	40
# Earned BA Degree	19	18	8	13	16
% Earned BA Degree	15%	22%	15%	10%	40%

Source: Ten-year Followup of Class of 1975
OECC 2/2/87

There are several possible explanations for the lower rates of baccalaureate completion among those students who aspired to the degree and began their postsecondary education in community colleges. It may be that the least committed students among those who aspired to the bachelor's degree enrolled in community colleges. No attempt was made in this study to measure the intensity of a student's desire to obtain the bachelor's degree. Another possible explanation is that the "menu" of courses and programs is so

different at community colleges compared with four-year colleges that students are either turned on to other options, like vocational programs, or, perhaps, turned off in some way to the educational process. Another possibility is that the transfer process itself is a barrier for some students. Further research is needed.

Student Satisfaction. The current emphasis on educational outcomes often overlooks the importance of student satisfaction and the sense that individuals have of achieving their goals in education. Improvements in education may not mean much if the students themselves are not motivated to learn because they do not like the educational experience.

Students reported relatively high satisfaction with the classes that they took at the postsecondary level. Ninety percent of the students reported being either "very satisfied" or "somewhat satisfied" (Table 13).

Table 13
STUDENT SATISFACTION
WITH POSTSECONDARY EDUCATION
BY TYPE OF INSTITUTION

Type of Institution Attended	Total N	Very Satisfied	Somewhat Satisfied	Somewhat Dissatisfied	Very Dissatisfied
State Colleges and Universities	313	32%	56%	11%	1%
Community Colleges	478	46	44	8	2
Independent Colleges and Universities	60	56	42	1	1
Out-of-State Coll & Universities	150	55	37	8	-
Private Vocational Institutions	80	61	32	5	2
TOTAL	1,081	45%	46%	8%	1%

Missing observations 9

Source: Ten-year Followup of Class of 1975
OECC 2/2/87

There are many determinants of student satisfaction. On balance, the type of institution that a student attends appears to have more effect on student satisfaction than the characteristics of the individual. For example, there were few differences in student satisfaction between males and females, high and low academic achievers, and high and low socioeconomic levels. The differences in student satisfaction widened, however, when the type of

postsecondary institution that the student attended was taken into account. In general, private institutions fared better than public institutions.

The greatest percentage of students (61 percent) who reported being "very satisfied" had enrolled in the private vocational schools. The similar figure for the independent and out-of-state segments which have some selective institutions was about 55 percent. Community colleges were at 46 percent and the state colleges and universities were at 32 percent. The majority of students who enrolled at the state colleges and universities reported being "somewhat satisfied."

The relatively high level of satisfaction with private vocational schools may relate in part to the students' commitment to the program prior to entering the institution. In the case of private vocational schools, students may have a relatively clear idea of what they want and what is offered prior to entering the institution. In the case of the comprehensive community college or university, students are often unsure of their educational objectives at the beginning. As the high school data showed, the process of narrowing career interests can be difficult. Comments of students who dropped out of college reflect this frustration.

> "After being out in the work force for 7-8 years, I now know what I want. I am a much more conscientious student now than I was right after high school."
>
> "I was an academic achiever in high school but had no strong desires to enter any particular field of study in college. I feel I could have succeeded in any endeavor but was not given direction and guidance."
>
> "I feel that I wasn't prepared for college like I should have been. Part was my fault because of the classes I took. I really didn't have anything I wanted to take when I went to college."
>
> "Don't waste your parent's money going to college if you honestly have no idea what you want to do with your life. Kids today need more career counseling or help in finding what fields interest them."
>
> "I feel a person needs to know what they want out of life before attending college. I thought I knew, but when I got into the courses I quickly lost interest."

In addition to collecting data on satisfaction, the ten-year followup survey included specific questions on educational goals. Respondents were asked what their main goal was when entering college and whether they thought that they achieved this goal. The main goals were to earn a degree or certificate (49 percent), to get job training (24 percent), to take courses and transfer (18 percent), and other (9 percent).

Overall, nearly 60 percent of the former college students reported that they had achieved their goals (Table 14). The only segment of education which deviated from the average was the private vocational schools. Nearly three-fourths (73 percent) of the respondents who had attended these institutions thought that they had achieved their goals.

Table 14
ACHIEVEMENT OF STUDENT GOALS
IN POSTSECONDARY EDUCATION
BY TYPE OF INSTITUTION

Type of Institution Attended	Total N	Achieve Main Goal Yes	No
State Colleges and Universities	309	58%	42%
Community Colleges	478	59	41
Independent Colleges and Universities	60	60	40
Out-of-State Colleges and Universities	150	57	43
Private Vocational Institutions	83	73	27
TOTAL	1,080	59%	41%

Missing observations 10

Source: Ten-year Followup of Class of 1975
OECC 2/2/87

Those people who attended college were asked what contribution that their postsecondary education made to their job skills and personal development. Overall, the majority of individuals (70 percent) reported that their postsecondary education made at least some contribution toward job skills (Table 15). There were some differences by educational segment. Individuals who had attended private vocational schools were more apt to report that the experience made a major contribution in the development of their job skills. The differences between the public four-year institutions and the public two-year institutions were not large.

Table 15
CONTRIBUTION OF POSTSECONDARY EDUCATION
IN DEVELOPING JOB SKILLS
BY TYPE OF INSTITUTION

Type of Institution Attended	Total N	Major	Some	Little	None
State Colleges and Universities	311	35%	37%	14%	14%
Community Colleges	465	28	41	19	12
Independent Colleges and Universities	60	41	30	21	8
Out-of-State Colleges and Universities	143	30	40	20	10
Private Vocational Institutions	82	50	30	13	7
TOTAL	1,061	33%	38%	17%	12%

Missing observations 29

Source: Ten-year Followup of Class of 1975
OECC 2/2/87

The responses on personal development were quite different from job skills. Individuals who had attended four-year institutions were more likely to report that postsecondary education enhanced their personal development (Table 16). Over 50 percent of these people indicated that their college experience made a major contribution to their personal development.

Table 16
CONTRIBUTION OF POSTSECONDARY EDUCATION
IN ENHANCING PERSONAL DEVELOPMENT
BY TYPE OF INSTITUTION

Type of Institution Attended	Total N	Major	Some	Little	None
State Colleges and Universities	311	50%	33%	14%	3%
Community Colleges	473	31	53	13	3
Independent Colleges and Universities	60	59	38	2	1
Out-of-State Colleges and Universities	148	51	42	3	4
Private Vocational Institutions	82	35	50	10	5
TOTAL	1,074	41%	45%	11%	3%

Missing observations 16

Source: Ten-year Followup of Class of 1975
OECC 2/2/87

In summary, people were relatively satisfied with their postsecondary education. While most people thought that they had achieved their goals, there was a large percentage of people who indicated that they had not achieved their goals. Most of these people had intended to get a degree or certificate and for a variety of reasons had not completed the program. Due in large part to declining enrollments, more emphasis is being devoted now to retention and guidance. These activities should be of assistance to students in achieving their goals.

Labor Force Participation

Ten years after high school, the primary activity of the class of 1975 was work (Table 17). Eighty percent of the 1975 seniors reported working either full- or part-time. The highest percentage of respondents reported working in clerical or sales occupations (38 percent). Other types of jobs employing more than 10 percent of the 1975 seniors included the professional and technical category (22 percent) and the blue collar occupations (19 percent). The latter category includes painters, roofers, carpenters, car mechanics, mill workers, cannery workers, etc.

Table 17
PERCENTAGES OF 1975 HIGH SCHOOL SENIORS
WHO WERE EMPLOYED IN SPECIFIED JOB CATEGORIES
BY SELECTED BACKGROUND CHARACTERISTICS
FALL 1985

			Percentages of Number Employed					
Characteristics	Total N	Total Employed	Profes-sional/ Technical	Clerical/ Sales	Service	Skilled Semiskilled Unskilled	Agri	All Other
Total Population	1,400	1,125	22%	38%	8%	19%	6%	7%
Male	720	677	23	27	6	27	9	8
Female	680	448	21	54	11	8	2	4
High School GPA								
Below 2.5	263	200	11	35	12	24	10	8
2.5-3.0	390	320	17	37	10	25	4	7
3.0-3.5	445	363	24	41	7	16	8	4
3.5-4.0	217	175	42	39	4	8	2	5
Socioeconomic Level								
Low	317	231	8	37	14	27	10	4
Middle	737	598	18	39	7	21	6	9
High	346	300	40	36	6	10	3	5
HS Program								
College Prep	300	270	45	31	2	10	5	7
Voc-Tech	236	184	6	35	10	34	9	6
General	832	644	18	42	11	19	5	5
Educ Aspirations of HS Seniors								
Less Than a BA	204	154	16	48	10	16	8	2
At Least a BA	405	361	38	31	4	13	4	10
Don't Know	791	447	17	41	8	22	8	4

Numbers may not add to totals due to rounding. In some cases, the total N is less than 1,400 due to missing data.

Source: Ten-year Followup of Class of 1975
OECC 2/2/87

Males were more likely to be working than females (94 percent vs. 66 percent). In addition, traditional sex roles were apparent in the types of jobs held by men and women. Women were much more likely to be employed in the clerical/sales field and in the service sector, whereas men opted for blue collar occupations and the agricultural sector.

There is a common perception that the educational system is an important vehicle for achieving status and success in one's working life. There is, however, substantial evidence that the effects of social class on occupational choice are strong and deeply rooted in our society. For example, 40 percent of the individuals from the highest socioeconomic level while in high school reported working in a professional job ten years later. This compares to 8 percent from the lowest socioeconomic level. The service sector, the blue collar sector, and the agricultural sector had disproportionately large percentages of people from the lowest socioeconomic levels.

These figures indicate that there are problems relating to occupational access and equity. Greater attention needs to be directed toward motivating the low income and disadvantaged youth in the schools. Improving their academic performance will expand their occupational opportunities.

The data on academic achievement showed the importance of doing well in high school. There was a strong association between high school grade point average and the likelihood of working in certain occupational areas. The probability of having a professional job varied directly with high school grade point average. There was a similar inverse relationship between grades and holding a job in the service, blue collar or agricultural sectors.

Employment rates also vary by high school program and by the educational aspirations of high school students. Individuals who were in the college prep program or aspired to higher levels of postsecondary education were much more apt to be in professional jobs.

Table 18
DEGREE OF JOB SATISFACTION
OF THE CLASS OF 1975
BY OCCUPATION CATEGORY

Occupation Category	Total N	Satisfied		Dissatisfied	
		Very	Somewhat	Very	Somewhat
Professional	247	63%	30%	8%	0%
Clerical/Sales	427	53	38	8	1
Service	91	51	40	8	1
Skilled/Semiskilled/ Unskilled	214	38	49	7	6
Agriculture	65	73	23	4	0
Other	50	41	55	3	1
TOTAL	1,094	51%	38%	8%	3%

Missing observations 31

Source: Ten-year Followup of Class of 1975
OECC 2/2/87

Overwhelmingly, individuals were satisfied with their jobs. Ninety percent of the class of 1975 indicated that they were either "very satisfied" or "somewhat satisfied" with their current jobs (Table 18). There were some differences by job category in the relative percentages. Individuals in

professional and agricultural jobs were much more apt to indicate "very satisfied." Individuals in blue collar jobs were more apt to indicate "somewhat satisfied."

While people were generally very satisfied with their jobs, there was a strong desire for change. One third of the class of 1975 anticipated making a major career change within five years. Increasingly, the trend shows that more people are shifting careers and this has implications for education.

Educational Expectations

Serving the educational needs of men and women beyond the usual school or college-going ages is becoming increasingly important to educational institutions. The concept of lifelong learning has gained acceptance, and colleges and universities have responded by offering more courses and programs to serve the needs of adults.

The increased interest in education is documented in this survey. Sixty percent of the class of 1975 plan to continue their education.

There was virtually no difference in educational aspirations between males and females (Table 19). There were differences by educational level. The more education that you have, the more apt you are to want additional education. People who were in professional occupations indicated a greater desire for further education than people who were in nonprofessional positions. People who were dissatisfied with their jobs were more apt to want more education.

Table 19
POST 1985 EDUCATIONAL ASPIRATIONS
OF THE CLASS OF 1975
BY SELECTED CHARACTERISTICS

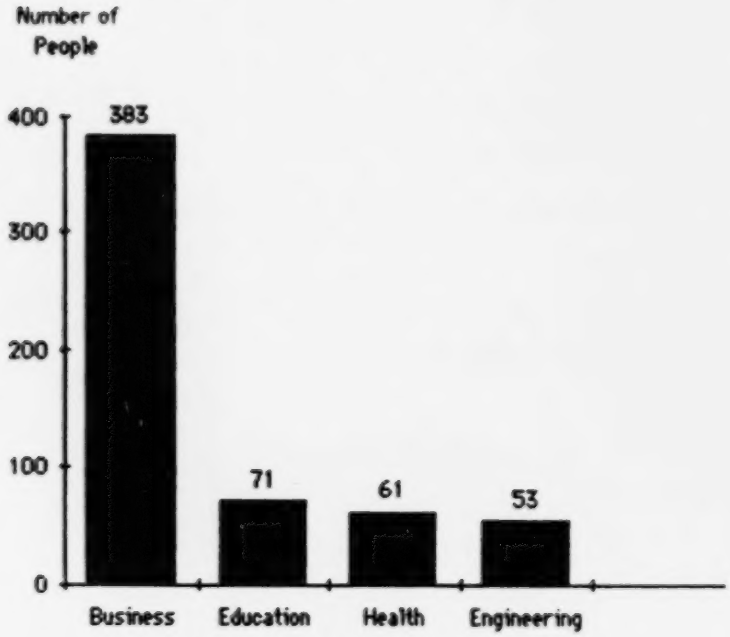
	Total N	Expect to Enroll	Do Not Expect To Enroll
Sex			
Male	720	60%	40%
Female	680	58	42
Educational Level			
HS Graduate	308	50	50
Some College	765	59	41
BA +	327	70	30
Occupation[a]			
Professional	247	65	35
Clerical/Sales	428	59	41
Service	93	54	46
Agriculture	65	36	64
Skilled & Unskilled	216	56	44
Miscellaneous	50	66	34
Job Satisfaction[a]			
Satisfied	979	57	43
Not Satisfied	120	75	25

[a]Missing obervations 26

Source: Ten-year Followup Survey Class of 1975
DECC: 2/2/87

In assessing educational needs, people were asked to identify the types of educational programs in which they were interested. The educational fields which had the highest demand were the professional fields. Nearly half of the people who plan to continue their education intend to take courses in business. No other field captured more than 10 percent of the respondents. Education, health, and engineering followed in that order (Table 20).

Table 20
EDUCATIONAL FIELDS PREFERRED
BY PEOPLE WHO INTEND TO FURTHER
THEIR EDUCATION



Source: Ten-year Followup of Class of 1975
OECC 2/2/87

It is clear from the survey that there is a demand for educational services among adults. The more difficult problem is providing access. The majority of adults work, and access to educational programs must be made at times and in places convenient to them. In addition, a substantial number of people live outside of urban areas where the population base is not sufficient to support teaching classes in the conventional way. Greater use of technologies can increase student access to education and provide the needed exposure to qualified faculty.